



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 11691417  
SAU: Wales School Department  
School: Wales Central School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

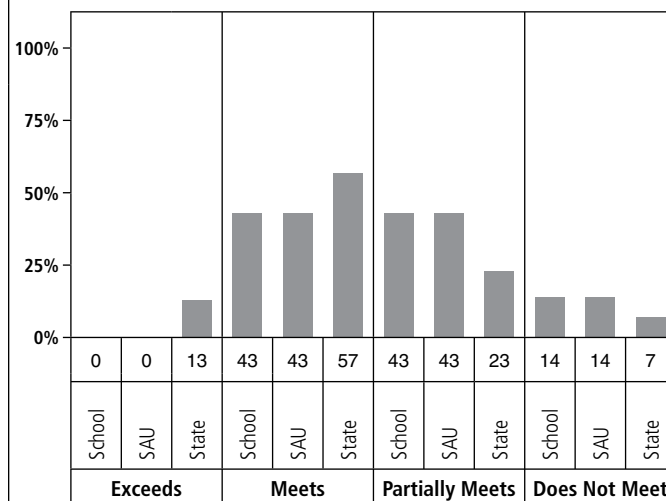
SAU: Wales School Department

School: Wales Central School

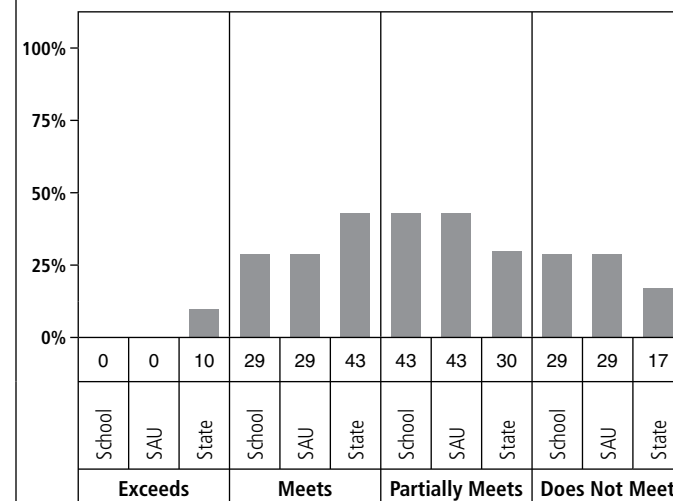
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	640	640	644
2006–2007	640	640	646
<b>2007–2008</b>	<b>641</b>	<b>641</b>	<b>648</b>
Cum. Avg. *	640	640	646
<b>Mathematics</b>			
2005–2006	635	634	641
2006–2007	638	638	643
<b>2007–2008</b>	<b>633</b>	<b>633</b>	<b>642</b>
Cum. Avg. *	635	635	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 6  
 SAU: Wales School Department  
 School: Wales Central School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	21	100	21	100	14365	100	21	100	21	100	14266	99	21	100	21	100	14268	99						
<b>Ethnicity</b> African American/Black	1	5	1	5	418	3	1	100	1	100	407	97	1	100	1	100	413	99						
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99						
Asian or Pacific Islander	1	5	1	5	249	2	1	100	1	100	249	100	1	100	1	100	248	100						
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99						
Caucasian/White	19	90	19	90	13438	94	19	100	19	100	13353	100	19	100	19	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	4	19	4	19	2518	18	4	100	4	100	2479	99	4	100	4	100	2479	99						
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
<b>Economically disadvantaged</b>	8	38	8	38	5335	37	8	100	8	100	5277	99	8	100	8	100	5279	99						
<b>Migrant</b>	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	19	90	19	90	11613	81	19	90	19	90	11626	81						
Identified disability (PET/IEP)	2	11	2	11	373	3	2	11	2	11	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	1	5	1	5	149	1	1	5	1	5	150	1						
<b>Participation with accommodations</b>	2	10	2	10	2451	17	2	10	2	10	2446	17						
Identified disability (PET/IEP)	2	100	2	100	1909	78	2	100	2	100	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	0	0	0	0	85	3	0	0	0	0	84	3						
Other	0	0	0	0	350	14	0	0	0	0	335	14						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	197	1	0	0	0	0	196	1						
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Wales School Department  
School: Wales Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	1	4	1	4	1176	8
	2006-2007	1	6	1	6	1132	8
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	2	3	2	3	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	11	42	11	41	7612	51
	2006-2007	7	39	7	39	8127	57
	<b>2007-2008</b>	<b>9</b>	<b>43</b>	<b>9</b>	<b>43</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	27	42	27	41	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	8	31	8	30	4080	27
	2006-2007	5	28	5	28	3549	25
	<b>2007-2008</b>	<b>9</b>	<b>43</b>	<b>9</b>	<b>43</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	22	34	22	33	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	23	7	26	2005	13
	2006-2007	5	28	5	28	1478	10
	<b>2007-2008</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>981</b>	<b>7</b>
	Cum. Total*	14	22	15	23	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	27.2	48.6	27.2	48.6	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	13.5	48.2	13.5	48.2	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	13.8	49.3	13.8	49.3	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Wales School Department  
 School: Wales Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	21	0	0	9	43	9	43	3	14	641	21	0	43	43	14	641	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	19	0	0	8	42	9	47	2	11	641	19	0	42	47	11	641	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2282	2	29	42	27	636
No	17	0	0	8	47	7	41	2	12	642	17	0	47	41	12	642	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	21	0	0	9	43	9	43	3	14	641	21	0	43	43	14	641	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	8	0	0	2	25	4	50	2	25	638	8	0	25	50	25	638	5153	6	51	31	12	643
No	13	0	0	7	54	5	38	1	8	642	13	0	54	38	8	642	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	21	0	0	9	43	9	43	3	14	641	21	0	43	43	14	641	14057	13	57	23	7	648
<b>Gender</b>																						
Female	11	0	0	2	18	8	73	1	9	638	11	0	18	73	9	638	6967	16	59	20	5	650
Male	10	0	0	7	70	1	10	2	20	644	10	0	70	10	20	644	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	21	0	0	9	43	9	43	3	14	641	21	0	43	43	14	641	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	0										0						557	50	48	2	0	661
No	21	0	0	9	43	9	43	3	14	641	21	0	43	43	14	641	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: Wales School Department  
School: Wales Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	2	100	0	0	0	0	649	10	0	100	0	0	649	6	7	43	30	20	641
B. less than one hour	67	0	0	5	36	8	57	1	7	641	67	0	36	57	7	641	56	13	58	23	6	648
C. one to two hours	24	0	0	2	40	1	20	2	40	638	24	0	40	20	40	638	34	15	60	20	5	649
D. more than two hours	0										0						3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	0	0	4	57	2	29	1	14	642	33	0	57	29	14	642	40	17	60	19	5	650
B. They match some of what I have learned.	52	0	0	3	27	6	55	2	18	639	52	0	27	55	18	639	48	12	59	23	6	648
C. They match just a little of what I have learned.	10	0	0	1	50	1	50	0	0	643	10	0	50	50	0	643	9	7	45	34	15	643
D. There is no match.	5	0	0	1	100	0	0	0	0	646	5	0	100	0	0	646	3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	38	0	0	5	63	3	38	0	0	644	38	0	63	38	0	644	28	26	58	11	4	653
B. good	48	0	0	4	40	4	40	2	20	639	48	0	40	40	20	639	54	9	61	24	6	647
C. fair	14	0	0	0	0	2	67	1	33	635	14	0	0	67	33	635	16	3	48	37	13	642
D. poor	0										0						2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	5	0	0	1	100	0	0	0	0	646	5	0	100	0	0	646	15	10	48	27	15	644
B. about the same as my regular schoolwork	65	0	0	6	46	5	38	2	15	641	65	0	46	38	15	641	66	13	59	22	5	649
C. easier than my regular schoolwork	30	0	0	1	17	4	67	1	17	639	30	0	17	67	17	639	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	0	0	0	0	1	100	626	5	0	0	0	100	626	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	43	0	0	4	44	3	33	2	22	640	43	0	44	33	22	640	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	52	0	0	5	45	6	55	0	0	643	52	0	45	55	0	643	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	48	0	0	3	30	5	50	2	20	640	48	0	30	50	20	640	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	52	0	0	6	55	4	36	1	9	641	52	0	55	36	9	641	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	10	0	0	0	0	2	100	0	0	638	10	0	0	100	0	638	19	19	58	17	6	651
B. 20 minutes to an hour	38	0	0	4	50	4	50	0	0	643	38	0	50	50	0	643	51	15	60	20	5	649
C. less than 20 minutes	14	0	0	2	67	0	0	1	33	644	14	0	67	0	33	644	12	9	56	26	9	646
D. I rarely read at home.	38	0	0	3	38	3	38	2	25	638	38	0	38	38	25	638	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Wales School Department  
School: Wales Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	1	4	1	4	1463	10
	2006-2007	1	6	1	6	2092	15
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	2	3	2	3	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	9	35	9	33	5914	40
	2006-2007	6	33	6	33	5731	40
	<b>2007-2008</b>	<b>6</b>	<b>29</b>	<b>6</b>	<b>29</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	21	32	21	32	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	8	31	8	30	4494	30
	2006-2007	7	39	7	39	4175	29
	<b>2007-2008</b>	<b>9</b>	<b>43</b>	<b>9</b>	<b>43</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	24	37	24	36	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	8	31	9	33	3014	20
	2006-2007	4	22	4	22	2308	16
	<b>2007-2008</b>	<b>6</b>	<b>29</b>	<b>6</b>	<b>29</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	18	28	19	29	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>19</b>	<b>34</b>	8.2	43.2	8.2	43.2	9.6	50.5
<b>Cluster 2: Shape and Size</b>	<b>15</b>	<b>27</b>	7.0	46.7	7.0	46.7	8.1	54.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>7</b>	<b>13</b>	2.8	40.0	2.8	40.0	4.2	60.0
<b>Cluster 4: Patterns</b>	<b>15</b>	<b>27</b>	5.0	33.3	5.0	33.3	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Wales School Department  
 School: Wales Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	21	0	0	6	29	9	43	6	29	633	21	0	29	43	29	633	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	19	0	0	5	26	8	42	6	32	633	19	0	26	42	32	633	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2283	2	18	31	49	627
No	17	0	0	5	29	8	47	4	24	635	17	0	29	47	24	635	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	21	0	0	6	29	9	43	6	29	633	21	0	29	43	29	633	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	8	0	0	2	25	2	25	4	50	629	8	0	25	25	50	629	5160	4	34	36	26	636
No	13	0	0	4	31	7	54	2	15	636	13	0	31	54	15	636	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	21	0	0	6	29	9	43	6	29	633	21	0	29	43	29	633	14065	10	43	30	17	642
<b>Gender</b>																						
Female	11	0	0	2	18	4	36	5	45	629	11	0	18	36	45	629	6974	10	43	31	16	642
Male	10	0	0	4	40	5	50	1	10	638	10	0	40	50	10	638	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	21	0	0	6	29	9	43	6	29	633	21	0	29	43	29	633	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	0										0						557	53	42	4	0	663
No	21	0	0	6	29	9	43	6	29	633	21	0	29	43	29	633	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Wales School Department

School: Wales Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%		
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	10 67 24 0	0 0 0	0 0 0	1 3 2	50 21 40	1 6 2	50 43 40	0 5 1	0 36 20	642 632 634	10 67 24 0	0 0 0	50 21 40	50 43 40	0 36 20	642 632 634	6 56 34 3	6 11 11 6	33 43 45 33	31 30 30 32	31 16 14 28	635 643 644 636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	62 29 10 0	0 0 0	0 0 0	2 3 1	15 50 50	7 1 1	54 17 50	4 2 0	31 33 0	631 637 640	62 29 10 0	0 0 0	15 50 50	54 17 50	31 33 0	631 637 640	45 43 9 3	14 8 6 5	47 43 30 15	28 33 33 25	11 17 32 54	646 641 635 626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	19 52 29 0	0 0 0	0 0 0	1 4 1	25 36 17	3 5 1	75 45 17	0 2 4	0 18 67	640 634 629	19 52 29 0	0 0 0	25 36 17	75 45 17	0 18 67	640 634 629	29 48 19 3	24 6 1 0	51 45 29 15	17 33 42 41	8 16 28 44	651 641 634 627
<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	14 67 19	0 0 0	0 0 0	1 2 3	33 14 75	1 7 1	33 50 25	1 5 0	33 36 0	635 631 642	14 67 19	0 0 0	33 14 75	33 50 25	33 36 0	635 631 642	24 62 14	5 9 26	38 45 43	33 31 20	24 14 12	638 643 650
<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	38 62 0	0 0 0	0 0 0	3 3 3	38 23	3 6	38 46	2 4	25 31	637 631	38 62 0	0 0 0	38 23	38 46	25 31	637 631	48 49 3	10 12 9	41 45 33	32 28 27	17 15 32	642 644 637
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	10 24 48 19	0 0 0 0	0 0 0 0	0 1 4 1	0 20 40 25	2 2 4 1	100 40 40 25	0 2 2 2	0 40 20 50	637 632 635 630	10 24 48 19	0 0 0 0	0 20 40 25	100 40 40 25	0 40 20 50	637 632 635 630	17 34 31 18	8 11 12 10	39 44 44 42	30 31 29 31	22 14 15 18	639 643 644 642
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	5 24 33 38	0 0 0 0	0 0 0 0	0 3 2 1	0 60 29 13	1 0 4 4	100 0 57 50	0 2 1 3	0 40 14 38	634 638 635 629	5 24 33 38	0 0 0 0	0 60 29 13	100 0 57 50	0 40 14 38	634 638 635 629	11 32 32 26	11 11 11 9	37 44 45 40	29 30 30 32	23 15 15 19	641 643 643 641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	5 19 62 14	0 0 0 0	0 0 0 0	0 0 5 1	0 0 38 33	1 3 4 1	100 75 31 33	0 1 4 1	0 25 31 33	634 631 635 631	5 19 62 14	0 0 0 0	0 0 38 33	100 75 31 33	0 25 31 33	634 631 635 631	7 37 42 15	6 8 13 12	29 39 47 46	33 34 28 27	32 20 12 15	635 640 645 644
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 0										0 0 0 0											

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